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ABSTRACT

The second of five documents developed as an outgrowth of funded programs for career education in Kentucky, the booklet offers practical help in implementing career education into a school system. It deals with the broader concepts permeating career education on a nationwide level and those having grown out of the practical experience of developing new State programs. As primary change agents, administrators can set up pilot projects, establish good public relations, analyze the present system and channel responsibilities in the implementation process. The roles of the superintendent, the supervisor, the principal, the guidance counselor, and the teacher are clearly defined. Community resources lie in four basic areas: (1) the home, (2) business and labor, (3) elected officials and public agencies, and (4) school personnel. Steps in utilizing these resources are enumerated and personnel development discussed. Strategies for curriculum development include the following approaches: (1) the career implications of the subject matter, (2) isolated activities approach, (3) unit approach, and (4) integrated activities. Two sample approaches to career education curriculum unit writing and a project evaluation conclude the document. (MW)

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CURRICULUM DEVELOPMENT CENTER

VOCATIONAL EDUCATION

UNIVERSITY OF KENTUCKY

LEXINGTON, KY. 40506

IMPLEMENTING CAREER EDUCATION

Procedures and Techniques

Prepared By

Elsie Kennedy

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This is one of five documents developed as an outgrowth of funded programs for career education in Kentucky. These documents are:

I. Comprehensive Career Education

II. Implementing Career Education--Procedures and Techniques

III. Career Awareness--Suggestions for Teachers

IV. Career Exploration--Suggestions for Teachers

V. Career Preparation--Suggestions for Teachers

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INTRODUCTION

The purpose of this booklet is to give some practical help to superintendents, principals, supervisors, teachers and guidance counselors in implementing career education into a school system. As stated in the preface, this is one of five documents related to career education. The three designed specifically for classroom teachers at the awareness, exploration and preparation phases include detailed unit plans for implementation directly into the classroom. This document, therefore, deals with broader concepts--those which permeate career education on a nationwide level and those which have grown out of the practical experiences of Kentucky educational personnel working with new programs in our state.

Much has been written about career education in recent years, and many definitions of it have been developed at local, state and the national levels. At the national level it is generally assumed that a definition of career education should be made by the local educational agency to correspond with their concepts and their needs. In a broad sense one might say that career education is comprised of those gradual, cumulative, educational activities and experiences which are necessary to enable a student to achieve increasing knowledge and personal competence in order to achieve a satisfying and self-sustaining role in society with regard to career choice, social responsibility, leisure time activity, and personal development. Statements of this nature are not new to general education--they are merely regurgitations of long established concepts which too often fail to reach the teacher-student interaction level. What <u>is</u> new in career education is the idea that general education may be able to achieve its ideal goals through merging occupational information and training with

the curriculum. With this incorporation the function of acquired knowledges and skills to be used at the adult level becomes apparent--and, consequently, for the student acquiring knowledges and skills becomes a practical necessity.

Philosophically, career education is pragmatic as opposed to the existential-phenomenology which has dominated some segments of general education in the last decade. There have been many progenitors of limited "career" education in the history of education, (The Morrill Acts, The Smith-Hughes Act, The George-Barden Acts, Public Laws 87-415, 88-2101, etc.) but never before have we thought of occupational education-training in the broad framework we find in the career education movement which was started in the late nineteen sixties and has spread nationwide. Career education has some obvious merits which account for its enthusiastic acceptance across Kentucky as well as across the country. In school systems where career education has been successfully tried, the average daily attendance has increased and the dropout rate decreased. This is due in part to the flexibility of the program, the freedom of motion it gives students at critical levels, the built-in factors which allows students the time to pursue individual interests, and the fact that it makes subject matter areas more relevant to students in a real-life sense. Most important, perhaps, is that a career education program can put into motion those goals of general education to which we have given lip-service for many, many years.

Strategies for Change

The emerging of career education in 1968 (as an outgrowth of the amendment of the Vocational Education Act of 1963) was due to the social and economic forces at work to make education relevant. In a rapidly changing society a static curriculum based on the past needs of our culture will no longer suffice. This is due in part to the changing nature of youth itself. We no longer have the docile students of the past who sometimes made the erroneous assumption that teachers were wiser because they were older, and that knowledge for knowledge's sake was a good thing because older (thus wiser) people said it was. Fortunately, the human organism with its inate desire for individual expression has saved us from reaching an ultimate state of inert uniformity. The very vocal youth of today have demanded relevance in the curriculum, and if we are going to stay in the business of education we should heed this demand. It is not an unreasonable one. There will always be room in the curriculum for the transmission of cultural heritages, but this alone is not enough. Career education may well be the most viable tool educators have at their disposal to exemplify the utilitarian value (hence "relevance") of acquired knowledges and skills developed through the formal and informal educational processes.

Not all educators agree that career education is the direction all systems should take in the future, but most educators will agree that maintaining the status quo is not the answer either. It is not easy to facilitate changes in education, primarily because the status quo advocates firmly believe they are right and/or are unwilling to exert the mental effort involved in re-orienting the educational process. Consequently

strategies for change in education start with developing the conviction throughout a school system that the new approach to the teaching-learning process is better than the "old" approach. By "better" we mean not only that subject matter will become more relevant if related to career development, but also that nothing need be deleted from an academic discipline. Career education contains additive factors, not subtractive ones. A good beginning for implementing strategies for change would be to establish a career education research and resource center. Learning centers are common in most schools so it is not necessary to expand large amounts of money on additional texts, films, filmstrips, "packaged" kits or programmed approaches. Career education is a strategy for teaching which utilizes the individual teacher's skills and creativity as well as the skills and creativity of members of the local community. A few basic books dealing with career education concepts and an occupational information center in the school library can be developed at a nominal cost. Other school systems in the Commonwealth which have established on-going career education programs (Louisville, Bowling Green, Hazard, Owensboro, etc.) will be worth visiting, and additional information may be obtained from the state Department of Education and the Curriculum Development Center. All the supportive materials on earth will be to no avail, however, unless the classroom teachers attitude toward career education is a positive, constructive one which has administrative and community support. Career education involves no small degree of effort on the part of the teacher if it is to be successful in the classroom and in the local school system. Implementing a career education program in the local educational agency involves a good deal of planning at the administrative level. Without a systematic plan of <u>action</u> the introduction of career education concepts

could result in a great deal of confusion. It is therefore advisable to develop a systematic plan of action before proceeding with the implementation process.

Developing A Systematic Plan

Efficient, affective leadership is essential at the planning stage in developing a career education program at the local level. Without this leadership no program in education can be moved through the various stages necessary in producing systematic, progressive, efficacious change and the implementation process breaks down rapidly.

The primary change agents in an educational system are usually, but not always, found at the administrative level. Whole-hearted administrative support is essential in order to move a program progressively forward. Many school leaders, both from the administrative and from the teaching ranks, need to be in on the initial planning stages of the program in order to promote a feeling that the new program is a joint effort by all and not something surreptitiously foisted upon them. This means involving supervisors, principals, guidance counselors, department heads and classroom teachers from many areas in the early planning.

The "pilot projects" for career education may be restricted to a few schools or may be initiated bilaterally across the system. Consequently the extensiveness of the implementation stage needs to be determined early, and the subsequent implementation time table needs to be established. Obviously it is advantageous to thoroughly conceptualize a career education program for a specific school system before the implementation stage is given full impetus. This will involve some research into the literature already developed in order to extract those concepts and facilitating techniques applicable to the local situation. Some visitations to existing career education program cites may prove to be advantageous since adaptation of fully developed programs may save time and energy.

Some thought needs to be given to the process of curriculum development and evaluation procedures during the early stages. In most school systems this has been handled through in-service training, taking into account the local resources available, and allowing individual teachers the freedom to determine which resources he/she can most effectively utilize in a given situation. The most efficient means of personnel development for career education appears to be the "each one teach one" technique, i.e. using a small nucleus of key teachers (who have conceptualized the basic fundamentals of career education) to spread the concepts and techniques throughout their particular school.

How much financial support a career education program is given is usually determined by the economic resources available for innovative programs. A career education program does not need to be an expensive program, particularly at the elementary level. More elaborate supplies and equipment may have to be provided at the junior and senior high school levels--the total cost depends largely on the initiative and creativity of individual teachers as well as the willingness of the community to support the effort with time, energy and materials. "Selling" career education to the community is the responsibility of all of the education personnel involved, but the enthusiastic response of students--more than any other one factor--generates the most community wide endorsement of career education. Once community endorsement has been established in support of the local educational agency's policy regarding career education, various other types of support follow. People are willing to invest time, energy and a variety of other resources in a program which they feel has merit. Public relations is, therefore, a vital part of implementing a new approach to education.

The chief administrative officer in the school system is ultimately responsible for the type of public relations established by and for the system. He must be committed to career education and see to it that community support is developed. This can be done through organized groups of parents, students, citizens, fellow educators, service organizations, members of business and industry, civic groups, labor groups, public officials and the local press, radio and/or television.

Besides establishing good public relations for career education, the chief administrative officer must be able to analyze the present educational system in order to determine its status and to hypothesize how a career education program will improve the system. He must appoint people to establish cooperative working relationships among interested groups, and he must see to it that a comprehensive career education system is designed and implemented. The role of the administration in implementing career education is, consequently, a vital one.

Role of School Personnel in Implementing Career Education

Vital to the successful implementation of a career education program is a careful consideration of the role of personnel at each level of the education hierarchy from superintendent to supervisor to principal to guidance counselor to teacher. The malfunction of any person in their particular role will immobilize the implementation of career education. There are some basic concepts which need consideration prior to the delineation of the roles of the various members of the educational team. First, everybody's "job description" at each level needs to be defined separately and distinctly. The obvious reasons are: (1) that it facilitates communication between individuals as well as between individuals and groups of individuals, (2) peer reinforcement is more apt to occur, and (3) each group is made to feel essential in the planning and implementation process. Second, each member of the educational team needs to internalize the implementation process of a career education program in relationship to his/her own functions within the school system. Each person needs to filter the concepts, procedures and techniques of a career education program through their own experiences, capabilities, interests and educational duties in order to help make the program localized and an integral part of a flexible system rather than a standardized, imported version of something that proved successful in another locale. With this in mind, a summary of possible functions for school personnel might be helpful.

The Superintendent. It will be the responsibility of the superintendent, representing his board of education, to set a policy which enables career education to be infused into the curriculum structure of his school

system. Normally this policy should include a written and oral declaration by the superintendent as well as a definition of career education. The objectives and goals of the program, as it relates to the established goals and philosophy of the school system, should also be clearly defined.

The superintendent is the instigator in the development of a systematic plan for implementing of the program. The development of this plan will normally be delegated to a person or a group of persons responsible to him for the results.

The superintendent creates an atmosphere in his school system that is conducive to the implementation of innovative programs. Consequently, all members of the educational team should feel secure and free to experiment with various elements of career education. If principals and individual teachers are apprehensive about the reaction an innovative program may receive in the central office, the implementation of a career education program is not likely to be successful. One of the most effective learning principles is that of positive reinforcement. The superintendent can recognize, both formally and informally, school personnel who successfully initiate, develop and follow through with elements of implementation of career education. A skillful employment of this principle can frequently cause a "bandwagon effect," and more outstanding effort and performances by school personnel are apt to occur.

The Supervisor. The supervisor is a surrogate of the superintendent and as such serves as the implementing arm of the superintendency where curriculum matters are concerned. The supervisor is likely to be the one who is delegated the task of preparing the overall plan for career education implementation within the local education agency. Moreover,

he is likely to be the person asked to develop programs of in-service for teachers which will more easily facilitate the infusion of career education into teaching-learning units. The supervisor is the person most likely to be asked to monitor, evaluate and redirect the program if need be. The supervisor is more than a conduit from the superintendency to school personnel; as a highly trained person he is apt to be a prime mover where innovative programs are concerned.

The supervisor as a prime mover must also function as a change agent in swinging a career education program to maturity. The smoothness with which the program unfolds and develops will be partially dependent on the leadership qualities of this key person. A passive attitude will be detrimental to the program, consequently, he must approach his task with the enthusiasm and knowledge necessary to affect other school personnel and community representatives in a positive manner. He must also see that specified tasks are accomplished. Once the program is in operation the supervisor must act as a facilitator. He must help others overcome obstacles caused by class scheduling, limited facilities, limited materials and equipment, etc. He also may be the person who establishes a system which will secure the services of resource persons, library and audio-visual aids, and other necessary expedients. The supervisor will probably act as the chief coordinator of the total program and may have the specific responsibility of helping individual teachers see the inter-relationships between subject matter areas and career education concepts.

The Principal. The principal plays a vital role in the development of a career education program. He/she supplies the primary leadership for the development and implementation and coordination of the program in his/her

particular school. The principal instigates the program in the school by helping to develop an overall plan, by conducting in service meetings with teachers, by developing in the teachers and other school personnel qualities of team work and esprit de corps as well as providing the support and encouragement necessary to successfully implement the program. The principal supplies all the support functions in arranging for field trips, facilitating visitations by resource persons, enabling changes in schedules, providing for planning time and assuming a public relations role in keeping the home and community informed about developmental changes within the school.

The Guidance Counselor. The guidance counselor should advise and assist the principal in determining the school policy with regard to meeting students' needs, academic and otherwise, through a career education program. The guidance counselor relates to the teacher by providing skill development in areas of group and individual counseling where the teacher's preparation may be inadequate. For example, a guidance counselor may assist the teacher in incorporating activities into career education units which are designed to help develop or enhance positive self concepts.

The guidance counselor acts as a resource person who contacts other resource persons and when necessary secures materials for the program. This quasi-administrative function can often "open doors" to teachers which will enable the counselor to render further service in developing career education in the classroom. The guidance counselor has a distinctive role in working with students both in group situations and individually. The guidance counselors' unique education and training should provide him/her with the insight necessary to assist the students in internalizing and personalizing the purposes of the program and developing the necessary steps in the decision-making process.

The Teacher. The teacher has the real responsibility for implementing a career education program. The components of administration exist in a supportive role to enable the teacher to more effectively perform the teaching/learning function of the program. The teacher, as manager of the teaching/learning process, is ultimately responsible for the success or failure of career education at the classroom level. The teacher, consequently, must develop the learning strategies within the framework of his/her own interests, abilities, capabilities, the physical facilities, economic considerations, student composition and community resources available. Career education, with its emphasis on role playing and an activity centered curriculum in relation to the world of work, is particularly well suited to meet the needs of a wide range of student abilities, both academic and otherwise. Hence, the primary concern of the teacher will be fusing the body of academic knowledge which is generally considered necessary and/or desirable with those skills and knowledges which are necessary and/or desirable in order for the student (as a subsequent provider of goods or services) to successfully compete in the world of work.

Utilizing School and Community Resources

In developing a career education program, educators must not overlook resources that are right at their fingertips--the school and local community. These resources are especially pertinent to the everyday life of their pupils and provide a wealth of personnel and materials for use in exploration. It would be unlikely that any career education program would develop to its fullest potential unless these resources are used extensively. Community resources lie in four basic areas: (1) the home, (2) business and labor, (3) elected officials and public agencies, and (4) school personnel.

The home forms the student's first attitudes concerning the world of work. It is here that he starts to establish patterns of initiative and responsibility. His parents are his first and probably the most important models for his attitudes concerning the value of work. Teachers can capitalize on this resource in several ways. Some of these are:

1. Allow student credit for time spent with parents on the job.
2. Use the parents as resource persons for speeches, interviews, and other such activities in the classroom.
3. Use the parents as contacts or leads into the business community.
4. Use the parents in the classroom as paraprofessionals.
5. Use elder family members who have one or more careers behind them and who are often skilled in various crafts that are in short supply.

Perhaps no other public group stands to benefit from a career education program as much as business and labor. It is very unlikely, also, that any group could contribute more to the development of this program. Currently available occupational information leaves much to be desired as to its value in business and labor projection needs. Local businesses and labor groups can provide information as to needs at this time and answer specific questions

about needs in the community. Other ways in which this group might be used are:

1. Provide free and/or inexpensive written material that can help in building of an occupational library.
2. Pick up where the classroom leaves off in providing sources for field trips, prolonged observation, and "shadowing."
3. Provide locations for work experiences, and on-the-job training.
4. Provide personnel for interviews and speeches.
5. Provide a means for career education teachers to gain firsthand work experiences outside the field of education on an exchange basis.

It is unlikely, however, that full support from business and labor will occur spontaneously by good will and good intentions alone. Some method of compensation for time lost from the job will most likely have to be arranged. Positive values in the area of public relations and advertisement should be considered as partial compensation, however. Field trips involving large groups of students might be more disruptive than some businesses will be able to tolerate. Some of the businesses and labor occupations which would be considered hazardous might not be able to accommodate student visitation at all. In these instances, full use should be made of various media to bring information concerning these businesses into the classroom.

As our society becomes more service oriented, the number of occupations in the area of public service have increased drastically. Elected officials and other persons in public agencies can make a most valuable contribution to a career education program.

1. They can be utilized as a means of locating and enlisting support and aid from key groups in the community as a whole.
2. They can serve as a catalyst for community action and involvement.
3. They also have a function as representatives of an occupational cluster.

4. Full use can be made of these persons as speakers and suppliers of information on careers.

5. They and their places of work would be ideal for field trips and shadowing.

One of the most convenient resources available lies within the school itself. Use of this area provides a safe, secure, and inexpensive way to build available resources. In uitlizing this resource, it must be remembered that school personnel include professional, noncertified staff, and students at all levels. Some steps to be taken in the process of utilizing the school are:

1. Conduct an extensive survey and build a file on previous occupations, part-time work, hobbies, and special interest of all personnel, including students.

2. If mini classes are taught, assign teachers according to the above file in addition to their subject area competency.

3. Use upper level students who have held part-time jobs as resource persons.

4. Vocational schools, shops, and classes can be utilized for field trips and/or small group exploration for lower level students.

5. School personnel other than teachers should be used as resources for speeches, interviews, shadowing, and on-the-job experience.

In using school and community resources, it is imperative that an active file be kept on personnel, materials, and locations that are available. It is also of utmost importance that the use of resources be planned and coordinated between teachers and between schools. This planning will increase the effectiveness of the resource and decrease repetition, and in turn, inconvenience to the school and community. If used effectively, school and community resources are among the better ways of maximizing instruction in a career education program.

Personnel Development

Moving a career education program from the paper-planning stage into the classroom necessitates some consideration of strategies for personnel development. If the implementation of a career education program is to be accomplished in all schools in a system simultaneously then, obviously, a great deal of preliminary work needs to be done. This usually takes place during in-service sessions. The general concepts of career education have to be accepted by the teachers--this is first and foremost. If the program is to be successful there has to be agreement among the teachers that the basic assumptions of career education are correct, acceptable and possible to implement.

It was obvious to some of the pioneer workers in career education that some method for perpetuation must be assured and that a staff of specialists must be developed in order to train new teachers and to keep the program operative. With this in mind, some systems developed a cadre of teachers and administrators who were given the responsibility of designing and developing a plan for continual in-service training on an informal basis. Members of this personnel development team acted as in-house consultants for their respective schools. In effect they were treachers teaching teachers. Each principal and guidance counselor, under this plan, would automatically be considered part of the cadre. All teachers would be volunteers for obvious reasons, and as large a breadth of grade levels and subject matter areas as possible would be included.

For purposes of continuity, a format for writing career education units needs to be agreed upon, and examples of units written in this format should be available to all teachers. It might also be necessary

to have some in-service programs devoted to unit writing. Successful units could be shared by teachers of the same grade level within a school, or a central resource center could be designated to house units which would be shared system wide.

As the program develops teaching manuals for conducting in-service activities might be designed, or this could become part of a teacher's manual for career education.

Strategy For Curriculum Development

As educators reflect upon the issues facing education today, namely lack of clarity regarding purpose, accountability, allocation of resources and community involvement, one might do well to consider the implications of a life-centered career program whose curriculum content, instructional activities, and guidances services are concerned with the outcome of the educational process rather than simply educational inputs. A systematic curriculum which is an integrated and cumulative series of experiences designed to help each student achieve should incluce the following:

1. Knowledge and realistic experiences to make relevant decisions about his life
2. Skill in the performance of all of his life roles

Specifically, curriculum designed to achieve the educational goals for career development should capacitate individuals for their several life roles: economic, community, home, avocational, religious, and aesthetic. The curriculum should reflect the centrality of careers in shaping our lives by determining or limiting where we work, our associates, and a variety of other dimensions that are significant in defining our life style.

With this in mind, let us focus on the "grass-roots" of curriculum users --teachers and counselors --who are key persons responsible for creating a curriculum conducive to the establishment of broad career foundations. They have been trained to educate the student, evaluate his behavior and make judgments regarding his progress and his growth socially, emotionally, intellectually, and physically.

Approaches to Curriculum Development

First and foremost, curriculum for career development requires the

acquisition of necessary knowledge and techniques for implementing a career education program. Once one has acquired a workable knowledge of career education goals, principles, and concepts and how these fit into a total systematic integrated curriculum effort, the teacher/counselor may utilize several approaches to curriculum development.

One does not modify or reconstruct his/her curriculum overnight, nor does one achieve a career education program overnight, or in a week, or even in a year. It is developmental and, therefore, can be approached in very simple terms. This heirarchy of approaches may include:

1. the career implications of subject matter
2. isolated activities approach
3. unit approach
4. integrated activities approach

While the "career implications" approach is highly informal, and may well serve to answer the question of "what good is _____going to do me," the remaining three are identified more formally and, therefore, become part of the efforts to infuse career education into the curriculum where the centrality of careers becomes the "theme" or "vehicle" for learning, the relevance of subject matter, and the bridge between the school and the real world --the world of work.

Isolated Activities Approach

The isolated activities approach[1] involves conducting career-oriented activities periodically throughout the school year during assembly programs, with classrooms or small groups. Such activities are usually not correlated with the curriculum or other school activities.

The isolated activities approach is probably the easiest, though not the most effective, way of beginning a career development program in a school. It has a major disadvantage as compared to other approaches; students tend to be unable to relate these activities to their total

school experience. Therefore, they may see this activity as being irrelevant and meaningless.

Unit Approach

The unit approach[2] is one of the more popular teaching techniques at the elementary level, particularly in providing career development information. It consists of spending a designated amount of time, usually one week to one month, on a particular topic or theme such as "Community Helpers" or "The Post Office," or others surrounding the school, home, and/or immediate environment of the student. Most classroom activities during this time center around the unit theme.

If properly conducted and coordinated, the unit approach can be a highly effective means of providing career development experiences for pupils. If this approach is used, all teachers must be involved and some staff member must coordinate the program to prevent overlapping from grade level to grade level, omission of important concepts, and to insure that the program is developmental, progressive and built upon sound principles of learning.

Integrated Curriculum Approach

The integrated curriculum approach[3] is believed by many experts in the area of career development to be the most effective approach in planning for a developmental career education program. This approach involves the complete integration (infusion) of career development activities into the total school program. All subjects and activities would relate to the world of work. It has been found that when this approach is used, not only are the career-oriented activities more meaningful to the students, but all school subjects and activities suddenly become more relevant and interesting to the individual student. Although

this approach requires major curriculum modifications, it is believed that the occupational/educational gains of students involved in this type of program makes this approach worthwhile.

Developing Curriculum Content

Regardless of what approach is used, the various levels of human growth and development are identified, as are the several basic "elements" that are used as "handles" for curriculum development, each having a specific student outcome which is fused throughout the curriculum. The following is a basic outline to understanding the elements, concepts and outcomes around which curriculum is designed.[4]

Elements/Outcomes

Element	Concept	Outcome
Self Awareness	It is essential that each person know himself and develop a personal value system.	Self Identity
Educational Awareness	It is essential that each person perceive the relationship between education and life roles.	Educational Identity
Career Awareness	It is essential that each person acquire knowledge of the wide range of careers.	Career Identity
Economic Awareness	It is essential that each person be able to perceive processes in production, distribution, and consumption relative to his economic environment.	Economic Understanding
Decision Making	It is essential that each person be able to use information in determining alternatives and reaching decisions.	Career Decision
Beginning Competency	It is essential that each person acquire and develop skills which are viewed as the ways in which man extends his behavior.	Employment Skills
Employability Skills	It is essential that each person develop social and communication skills appropriate to career placement and adjustment.	Career Placement
Attitudes and Appreciations	It is essential that each person develop appropriate feelings toward self and others.	Self-Social Fulfillment

Performance Objectives

In order for teachers/counselors to begin to make significant judgments concerning a student's progress in career development, they would be wise to:

1. Familiarize themselves with:

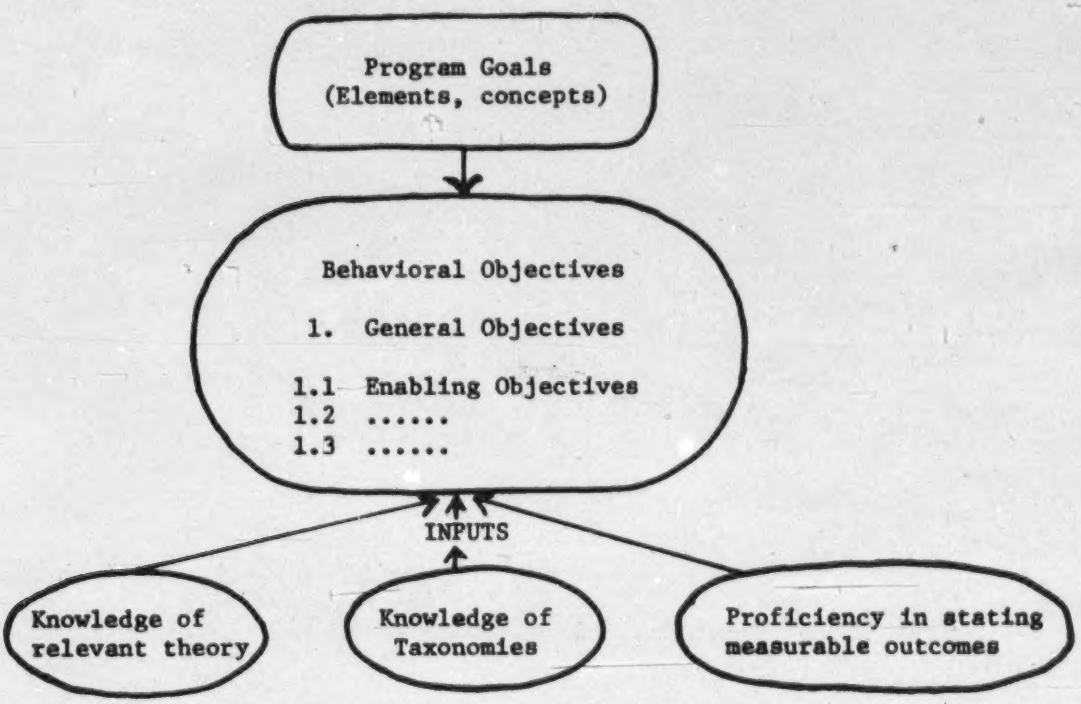
   a. Mager's Preparing Instructional Objectives
   b. Theories of Instructions
   c. Bloom's Taxonomy of Educational Objectives

2. Identify technical assistance

   a. Identify information resources and services
   b. Visit an existing program in a career area

5

FORMULATING BEHAVIORAL OBJECTIVES



Summary of the Taxonomies of Educational Objectives [6]

Cognitive Domain	Affective Domain	Psychomotor Domain
Knowledge	Receiving	Perception
Comprehension	Responding	Set
Application	Valuing	Guided
Analysis	Organization	Mechanism
Synthesis	Characterization by a value or value complex	Complex overt responses
Evaluation		Adaptation
		Origination

Resources

Every community, no matter how small, has a large number of working people who can serve as resource persons for a career education program. one of the basic assumptions of career education is that the classroom needs to be opened up to allow learning to take place in the "real world" into which students must eventually enter and fulfill productive roles. The community-school concept needs to be expanded and the school must be viewed as the planners and managers of the educational growth of individuals. We must, therefore, utilize the full range of community resources that are available and make extensive use of the educative capacity of the community. Local people can be utilized as (1) citizens and worker role models, (2) content experts for developing career education units and (3) guidance people in the development of avocational skills.

People themselves are the primary resource for a career education program and the materials and conepts they generate can be backed up by occupational "software" such as films, filmstrips, transparencies, charts, reference books, classroom displays, etc. Each school in each school system will eventually develop a comprehensive resource system.

Evaluation

Although evaluation is more formally developed in the next section; briefly, evaluation permits the instructional plan to include a concern for answering this question: "To what degree did the students attain the stated objectives and what are the implications for the students' next step activities?" Include such techniques as survey, class discussion, standardized assessment instruments, and teacher-made tests. Evaluation may incorporate pre-post testing on a formal or informal basis.

Sample Approaches to Career Education

Curriculum Unit Writing

The following sample units are examples of teacher efforts in two of Kentucky's demonstration projects in career education.

Sample - 1

AN APPROACH TO CAREER EDUCATION UNIT WRITING[8]

1. List the grade level(s) and/or subject(s) you teach:

2. List three skills, principles or concepts which you feel are your teaching responsibility: (i.e., linear measurement, electronics, spelling, industrial revolution, etc...)

3. List three local occupations or businesses which utilize that which you teach: (i.e., construction worker, lawyer, telephone installer, grocer, etc...)

4. List the resources to which you have access related to those workers' occupations and the subject areas you teach:

5. List the accomplishment(s) you anticipate from your students--what will your students do and learn:

6. List the ways you will be able to measure or evaluate what the students have gained through their career education activities:

7. List the ways you can communicate the students' activities and accomplishments to their parents; the rest of your school; the community:

Junior High School
Teacher - Shirley Holland
Cluster: Environmental Control Science

Man's Use of Rocks and Minerals

Rationale:

This supplement may be added or inserted where it seems appropriate in the study of rocks and minerals.

Purpose:

To expose the students to the practical applications of rocks and minerals

Objectives:

Having learned to identify minerals and/or rocks, the student will investigate man's dependence on naturally occuring substances by

. demonstrating or discussing the processes required to take the raw product to the finished state.

Activities:

Simulation activities (plaster carving, make jewelry, make stone money)

Reports:

Easter Island Idols
Stonehenge, England
Mt. Rushmore
Mammoth Cave
Coal mining in Kentucky
Pyramids
Aztec temples
Precious stones

Field Trips:

Rock and Mineral Show
Cemetery, Park, WKU
(to see stone sculpture)
Kentucky Building
Carroll Monument Co.
Gary Bros. Crushed Stone
Paradise Coal Company

Make an 8mm film of some aspect of stone use.
Bulletin board -- Time line depicting Stone Age to today
A survey of the many occupations involved in geology, etc.

Resource Personnel:

Jeweler
Coal Miner
Geologist
Archeologist
Brick Layer
Sculptor
Stone Cutter

Evaluation:

Review of reports
Review of research
Written test

Skills:

Researching
Discussing
Writing
Interviewing
Discovery
Generalizing
Questioning
Making Models

Career Elements:

Career awareness
Skill awareness
Self awareness
Economic awareness
Attitudes and appreciation
Educational awareness

Attitudes:

Respect for property
Courtesy toward guests
An increased awareness that even in this vastly technological world, man continues to find uses for basic materials from which our planet is made.

Sample - 2

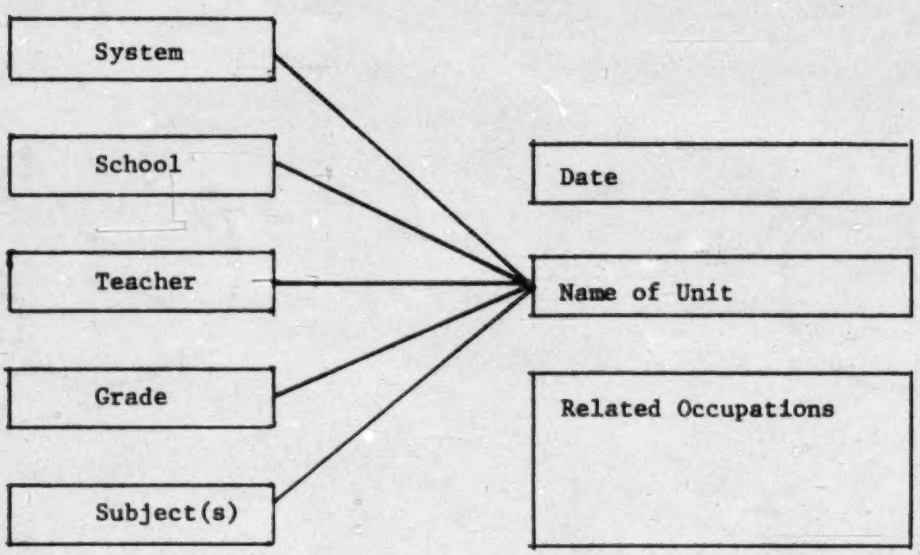
9

CURRICULUM UNIT WRITING

Each teacher participant is asked to write at least one (1) unit of career education according to the program format. The unit will have at least six (6) of the following fifteen (15) characteristics or elements:

1. The fusion of career education with what is normally taught
2. A community resource person
3. The use of student interviews
4. Stated in terminal performance objectives plus enabling objectives (essential in all units)
5. The teaching of at least one human relation skill related to the world of work
6. Not less than three guidance concepts
7. A career education field trip
8. A sub-fused unit on problem solving related to the world of work
9. A sub-fused unit on decision making related to the world of work
10. Methods of evaluation
11. Equipment and materials to be used
12. Role playing exercise
13. Communication to parent
14. List of activities
15. Visibility

Sample Unit



The Bank

I. OBJECTIVES

1. To acquaint the child with the processes of banking
2. To show how the bank may be integrated with school and family needs
3. To give the child the opportunity to examine bundles of real money
4. To understand the production and distribution of money throughout the world

II. RESOURCES

1. Banks

   a. The First Security
   b. The Bank of Whitesburg

2. Library

   a. Filmstrips
   b. Books

3. Money
4. Presidents or Vice-Presidents
5. Cashier
6. Bookkeeper

III. CONTENT

1. Plan to visit two local banks and observe the process of banking:

   a. To see where money is kept
   b. To look at bundles of money
   c. To interview personnels from banks

2. Plan and make a bank in classroom

   a. Have role-playing in classroom bank
   b. Use of play-money and real money

A. Mathematics

   1. Counting Money
   2. Adding tabs
   3. Making correct change
   4. Making price lists - writing numerals using dollar signs and decimals

B. Language Arts

1. Write a story about the bank after visiting the bank.
2. Write a short paragraph telling what each person of a bank does.
3. Write thank you notes.
4. Address envelopes
5. Vocabulary development:

a. Learn new words and their meanings

bank	banker
president	vice
cashier	teller
bookkeeper	janitor
money	vault
loan	check
alarm	burglar

b. Write sentences

C. Science

1. Burglar alarm system and how it operates
2. The vault and its operation
3. Collect pictures of old and new banks

D. Social Studies

1. Why we have banks
2. Where money comes from
3. Employment requirements
4. Public relations
5. What brought about the banking system

E. Art

1. Make play money.
2. Build a classroom bank.
3. Design play loan charts.

IV. PERFORMANCE

1. Field trip to
2. Field trip to the Bank of Whitesburg
3. Interview bank personnel.
4. See vault with money in it.
5. Learn about the burglar alarm system.
6. Use mathematical skills in dealing with money.
7. Write thank you notes.
8. Construct a bank in the classroom.

V. EVALUATION

1. Round-robin discussion

   a. Involve all students in discussion of unit.
   b. Let children give their opinion of unit.

2. One-to-one basis: Ask children's opinion of being a bank employee as a career.

3. Observe children in role-playing situations.

4. Let children write story telling what they found out about a bank.

FOOTNOTES

[1]Developmental Career Guidance, Department of Education, Division of Guidance, Frankfort, Kentucky.

[2]Ibid.

[3]Ibid.

[4]Louise Keller, Delivering the Program (Career Education), University of Northern Colorado.

[5]L.J. Bailey and Stadt, Career Education, McKnight, 1973.

[6]Ibid.

[7]Project PEOPLE, Bowling Green, Kentucky; Mr. Otto Mattei, Director.

[8]Ibid.

[9]Career Education in Region 12 (Hazard), Dr. Owen Collins, Director, Hazard, Kentucky.

Project Evaluation

It is essential for every career education project to have an evaluation component built into the plan. This evaluaton plan may logically consist of two parts: process evaluation and product evaluation.

Process evaluation is used to determine how well the various pre-scheduled activities are being carried out within the constraints developed in the planning stages of the project. This may include time schedules, budget expenditures, and staff and facility utilization.

Product evaluation is used to compare the quantity and quality of the products being developed against predetermined objectives. These products may be curriculum materials, test or measurement instruments or, in the case of vocational education programs, competently educated students ready to enter the employment market.

Any evaluation system is much more effective if the project has been well developed and defined in the planning stages. This includes the development of explicit objectives, stated in measurable terminology, and a detailed calendar of activities. The extra time and effort required to develop these objectives and schedules in the planning stages may save many hours and dollars during the operation of the project.

It is common for the evaluation process to be carried out by two separate groups: project staff and a third party evaluation team. The project staff should continually evaluate the progress of the project and this information should, in turn, be forwarded to the project director. This should enable the project director to identify

minor problems or deviations from the established plan while they are small. Resources can then be reallocated for corrective measures.

The major value of a third party evaluation team is that they can normally view the project more objectively than individuals working with the project on a daily basis. However, third party evaluation teams must rely heavily upon the stated objectives of the project as the ideal against which they evaluate the accomplishments of the project. This makes clearly defined objectives essential. Third party evaluation teams normally function at the termination of the project and one or more times during the project, depending upon the duration of the project.

Properly developed and implemented evaluation techniques should provide a satisfying experience for project staff as it will relay to them how closely their combined efforts have succeeded in attaining an established goal.